Curriculum

Disability in Theological Studies

Advance Certificate:
Inclusive Community for
People Living with Disability

SPATS

South Pacific Association of Theological Schools

Curriculum on Disability and Theology

–

Studies
in the
Pacific Islands

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I.   Introduction

There is not much movement in the Pacific churches in addressing persons with disabilities including education. However, lecturers and the church communities are aware of the growing movement toward the inclusion of people living with disabilities. An increasing amount of information is available internationally and regionally, in particular the EDAN/Pacific program within the area of church mission. Although such information is not much expressed in the Pacific theological articulation, EDAN/WCC resources have been the common texts widely available that heavily contributed in the shaping of this curriculum.

The church through SPATS has committed itself in the advocacy and awareness since 2006. The concept of Island of Hope was advocated to address the faith based issues of the time. Attempts by our churches to create an island of hope[1], has committed SPATS to the advocacy and training of church leaders as the goal. What follows is the outcome of the commitment of SPATS on the teaching materials as a resource for theological educators and church workers resources.

i.   *Background*

In 2006, the EDAN/WCC with Pacific churches including SPATS initiated the movement of solidarity with the global disabled advocacy movement. In 2008, SPATS committed to the framework designed at the Suva Workshop with the two (2) main goals of advocacy strategy & curriculum designing. In the attempt of commitment solidarity to be cultivated, theological institutions was a key target and a curriculum was initiated. A training of trainers consultation was held in 2011, where the draft was peer reviewed and further developed. A working group consisting of Dr. Guston Marama, Setareki Macanawai, Sam Vilisoni, James Bhagwan, Viliame Rabici and the SPATS Secretariat worked on the report findings that assisted in the shaping of the curriculum.

Disability studies articulate the problem we have in Oceania regarding disability. A brief understanding of the problems in the loss, right, common differences and hermeneutics will set our platform of advocacy role in the training of the church leaders in theological schools. Theological Training is a transformational process of attitudes towards disability and a commitment of solidarity with and concern for the disabled is a reality for the church.

The course invites participants (students, candidates) to deepen their knowledge on the nature of various disabilities and to investigate how these disabilities affect the lives of actual persons, including their spiritual lives. Cultural practices in dealing with disabled persons are examined. The Old and New Testament texts are searched to discover Biblical truths with regard to God's regard for the disabled. Christ's ministry is especially explored to find his teaching.

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[1] A Report of WCC, "Island of Hope: A Pacific Alternative to Economic Globalization" (12-18 August, 2001), Nadi Fiji.

ii.   *Rationale*

Within the world context of an increasing appreciation of the rights of those with more pronounced disabilities, and of the neglect such persons have suffered and are suffering, the churches of the Pacific Region acknowledge their own participation in the neglecting attitude. To fulfil the vision of an island of hope where all citizens with disabilities are seen as giving as well as receiving, this curriculum was developed.   A curriculum working group was established and the designing of a curriculum was aimed at transforming our future church leaders. Education plays a huge role to bring about change in the relevant interpersonal relationships, and in the psychological, social and physical provisions that will establish truly inclusive church communities.

iii.   *Philosophy*

The statement "A Church of All and for All" is an EDAN statement that builds on the theological and pastoral contributions of disabled persons, parents and those who experience life alongside them. Identifying the helplessness of disabled persons both to unfair social trends and manipulation by religious groups, it says that while disabled people "find strength in the care of Christ", many have found "that the church's teaching on this truth has been too limited"

II.   Aims

i.   **To create awareness of and sensitivity to the issues of disability**

ii.   **To explore religio-cultural resources to build an inclusive community.**

iii.   **To equip students for responsible engagement towards an inclusive community.**

III.   Learning Outcome

Upon successful completion of this course, participants (students/candidates) should be able to:

i.   Critically analyse existing traditional values, prejudices, and considerations, towards a reconstruction of the socio-cultural construction of disability issues.

ii.   Explore and integrate theological, practical and pastoral issues with special reference to disability concerns and directly engage in active advocacy actions in their communities (addressing ethical, legal, human rights issues etc.)

iii.   Engage in critical reflection on congregational issues through Bible studies, accessibility assessments, liturgical worship, sermons and advocating leadership and full inclusion of persons with disability.

iv.   Integrate the above experiences (1-3 above) into a critical understanding of what it means to be an inclusive community and formulate appropriate theological, pastoral and practical responses

IV.   COURSE REGULATIONS

i.   **Admission Requirements:**
The course is recommended for students enrolling in either the Diploma or Bachelor of Theology program.

ii.   **Credit value of the Course**
The total credit value for the course is 60.

iii.   **Duration of the Course**
The course consists of 4 modules where each module could be completed over one semester or trimester dependent on the delivery structure adopted by the colleges or faculties.

iv.   **Award of Advanced Certificate in Pastoral Care for People with Disabilities**
A certificate of attainment will be awarded on successful completion of each module. However the??

v.   **Advanced Certificate in Pastoral Care for People with Disabilities** will only be awarded on successful completion of all four modules.

V.   COURSE STRUCTURE

i.   **General**

The course consists of 5 modules.

Code	Module Name	Exam	Class (Hrs)	Assignment/ Practicals	Total Hrs	Credit value
	Introduction to disability studies	√	60	90	150	15
	Theological and spiritual consideration	√	60	90	150	15
	Pastoral/ministerial considerations	√	60	90	150	15
	The Rights to be an Inclusive Community	√	60	90	150	15
	The Practicum	√	60	90	150	15
		Total	**240**	**360**	**600**	**60**

ii.   **Compulsory Components**
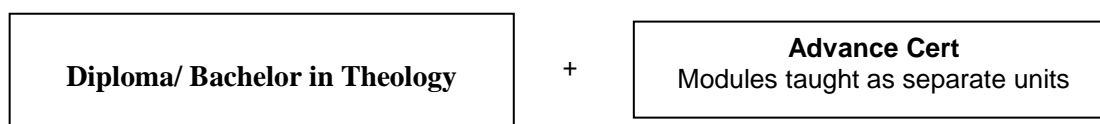All modules are compulsory.

iii.   **Delivery Mode**
The course will be delivered in the face to face mode with lesson deliveries in the classroom, workshops and on-site training.
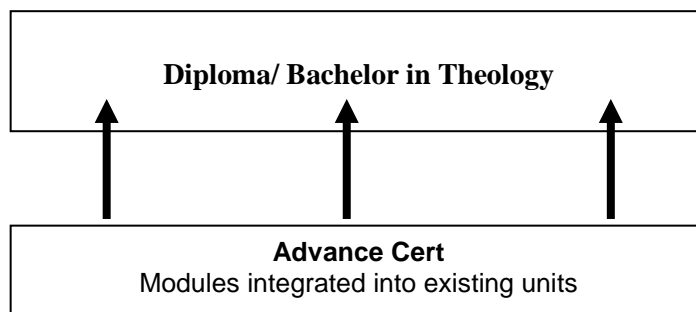
iv.   **Delivery Strategy**
The implementing institutions will have the choice of the delivering the course in one of the following options:

Option 1

Diploma/ Bachelor in Theology	+	**Advance Cert** Modules taught as separate units

Option 2

Diploma/ Bachelor in Theology

↑   ↑   ↑

Advance Cert
Modules integrated into existing units

VI.   ASSESSMENT

i.   Assessment Philosophy

The course emphasises a combination of assessment that include assessments on theory and application of concepts. Therefore it is imperative that students should be tested on both knowledge and competency.

ii.   Methods of Assessment

Formative assessment takes the form of projects and assignments, classroom exercises, workshops and field works. Summative assessment takes the form of examinations and practical tests. Marking weightings for the various components are detailed in each Module Descriptor.

iv.   Criteria for Assessment

Competencies are tested through, assignments and practical work respectively. Projects are used as a gauge for planning and organizational skills as well as self motivation.

Fairness, Validity and Reliability

The course contains exams to assess a wide range of academic abilities. The exams provide a high degree of objectivity whereas the assignments and practicals provide a measure of non-quantifiable personality factors through a more subjective approach such as a student's conscientiousness, interrelations with peers and superiors, and general attitude towards work.

Each module carries one summative test. Marks for these and other forms of course work are entered onto the course record spreadsheet, which is submitted to the Examination Board for scrutiny. Papers are moderated prior to conducting examinations. Marked examinations scripts are also moderated for fairness, reliability and validity. Results are scrutinized at faculty level prior to submission to the Academic Board.

Anyhow definitions of Boards and other quantifiable assessment criteria and validation will be guided by processes and procedures adopted by the implementing institution.

VII. TEACHING AND LEARNING METHODS

i. Introduction

The course will be delivered in a flexible mode to cater for different learning needs registered by different groups of students. The course therefore can be offered as a full time course or accessed when different modules making up the course offered as short courses from time to time during the year. Further to this, the course can also be accessed through distance learning mode or online learning.

ii. Student Centred Learning

All activities developed for the course is design to encourage:

1. Discovery learning skills

2. Problem solving skills

3. Innovative and design skills

iii. Methods

This is an interdisciplinary of Biblical, theological, multi-religious, social analysis and ministerial approaches. Emphasis will be given to the role and place of persons with disability in the church and the society at large for the realization of genuine inclusiveness.

Field trips, mentoring, lectures by resource persons from different disciplines and experts, live-in experiences, case studies, class discussions, films, videos etc.

VIII. MONITORING, EVALUATING AND REVIEW COURSE

i. Board of Studies
The Board of Studies (composition to be determined by SPATS) is assembled to review, discuss and amend course curriculum.

ii. Examination Board
The Examination Board (composition to be determined by delivering institution) sits to review, discuss and amend individual results by consensus at the end of every stage.

iii. On-going Monitoring
The SPATS Board of Studies will periodically review course curricula and make adjustments according to various inputs including:

       1.   New technologies

       2.   New educational development

       3.   Reviews by external consultants, etc.

iv.   Moderation

All examination papers will be moderated by professionals recommended by SPATS.

v.   Curriculum Advisory Committee (CAC)

The Curriculum Advisory Committee will be responsible for advising SPATS on content issues relating to the Advanced Certificate in Pastoral Care – Persons with Disabilities. It is required that the CAC may sit once a year to review the course.

The membership of the Curriculum Advisory Committee is as follows:

       1.   Representative of Professional Organisations for Persons with Disabilities

       2.   Representative of Theological Colleges (X 3)

       3.   SPATS Secretariat

       4.   EDAN Pacific Representative

       5.   Representatives of the University of the South Pacific (USP)

Module Descriptor

In general, a module used here is a statement of the standards to be achieved to gain the institution award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed mostly in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While SPATS is responsible for setting the standards for certification in partnership with course provider's institution, it is the course providers who are responsible for the design of the learning programmes…

…modules may be delivered alone or integrated with other modules…

While SPATS is responsible for setting the standards for certification in partnership with course providers' institution, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' core skills is a key objective of education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:
- taking initiative
- taking responsibility for one's own learning
- Problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organizing information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- Reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills

	# Module 1
CODE	## Introduction to Disability Studies
LEVEL: 4-6	
CREDITS: 15	**LEARNING HOURS**

PRE-REQUISITE:	Lecture/Tutorials 60	Practicals/Projects 90	TOTAL HOURS 150

PURPOSE
To understand basic information's and analyse existing traditional values, prejudices, and considerations, towards a reconstruction of the socio-cultural construction of disability issues.

LEARNING OUTCOMES
At the end of this module, students will be able to:

1. Explain disability issues e.g. types, hermeneutics, use of words, context and concepts.
2. Able to review the socio cultural construction by iidentifying the problems: Stigma, exclusion, discrimination, taboos, cultural status, psychological issues, attitude, sexuality, etc
3. Recognise the important contributions that persons with disabilities have made throughout history.
4. Contrast the traditional church viewpoint with persons with disabilities understanding.

PERFORMANCE CRITERIA
Undertaking and submitting a variety of practical exercises, assignments, projects and tests to achieve the desired outcomes.
Maintaining close learning contact with tutors and tutorial assistants during timetabled hours.

ASSESSMENT PROCEDURES
Reflective writings exercises (review)   20%
Panel & debate exercises   20%
Assignment X2   40%
FINAL EXAMINATION one 1 hr paper   20%

TEACHING AND LEARNING STRATEGIES (LECTURES AND TOPIC EXERCISES)
i.   Lectures
ii.   Group Work
iii.   Tutorials
iv.   Seminars

TEACHING AND LEARNING RESOURCES
Texts:
-    Workbook Resource

- Wati Longchar & Gordon Cowans, *Doing Theology From Disability Perspective*. Manila: ATESEA, 2007 - Online copy - http://www.globethics.net/gel/6083691/doing-theology-from-disability-perspective
- Fritzon Arne and Samuel Kabue, *Interpreting Disability: A Church of All and for All.* Geneva: WCC Publication, 2004.
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- Ecumenical Disability Advocates Network, (2006). "A Church of All and for All" in Interpreting Disability: A Church for All and for All. Geneva: WCC.

Content

	Module 2
CODE	Theological and Spiritual Considerations
LEVEL: 4	
CREDITS: 15	LEARNING HOURS

PRE-REQUISITE:	Lecture/Tutorials 60	Practicals/Projects 90	TOTAL HOURS 150

PURPOSE
Critically analyse existing theological and spiritual considerations towards a theological and biblical reconstruction of a disability theology on belonging to the body of Christ.

LEARNING OUTCOMES
At the end of this module, students should be able to:

1. Analyze existing theologies from the perspective of persons with disability[*].
2. Critique and reinterpret traditional metaphors and concepts of God.
   a. The doctrine of creation; the sovereign and perfect God and the imperfect creation
   b. commonality and differences; made in the image and likeness of God
   c. God and justice.
3. Establish the Biblical (with special reference to Jesus' teaching) and Theological wisdom of disability; sin and suffering; body and soul; disability and wholeness.
4. Recognize the belongingness in the doctrines of the body of Christ; death, resurrection and eschatology.

PERFORMANCE CRITERIA
Undertaking and submitting a variety of practical exercises, assignments, projects and tests to achieve the desired outcomes.
Maintaining close learning contact with tutors and tutorial assistants during timetabled hours.

ASSESSMENT PROCEDURES
Review selected readings   30%
Class presentations   20%
One assignment   20%
FINAL EXAM 90mins paper   30%

TEACHING AND LEARNING STRATEGIES (LECTURES AND TOPIC EXERCISES)
v.   Lectures
vi.   Group Work

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[*] Lecturers to handle as they could talk on the subject from an interdisciplinary aspect e.g. ministry with regard to disability; ii) the need for policies in place as these outlives those who formulate them).

TEACHING AND LEARNING RESOURCES

Texts:

- Workbook Resource
- Wati Longchar & Gordon Cowans, Doing Theology From Disability Perspective ((Manila: ATESEA, 2007) Fritzon Arne and Samuel Kabue, *Interpreting Disability: A Church of All and for All,* Geneva: WCC Publication, 2004.
- Ecumenical Disability Advocates Network, (2006). "A Church of All and for All" in Interpreting Disability: A Church for All and for All. Geneva: WCC.

Content

I.	Hermeneutic issues	(notes)	
II.	Perfect God and Perfect Creation	(notes)	
III.	Humanity in Creation: Disability in Image of God	(179-188) -	*Wati & Gordon*
IV.	Theological and Biblical views of disability	(211-225)	*Wati & Gordon*
V.	Jesus Construction of Disability	(226-238)	*Wati & Gordon*

MODULE 3

CODE	Pastoral Ministerial Considerations and

LEVEL: 4	
CREDITS: 15	LEARNING HOURS

PRE-REQUISITE:	Lecture/Tutorials	Projects/Practical	TOTAL HOURS
	60	90	150

PURPOSE

Engage in critical reflection on pastoral ministry and congregational issues through accessibility assessments and advocating leadership and full inclusion of persons with disability.

LEARNING OUTCOMES

At the end of this module, students should be able to:

a. Describe that Persons with disabilities as members of the family of God; their gifts and role/place
b. Identify the role of the church in creating appropriate facilities, pastoral responsibilities,
c. Embrace members of the church and society with disability
d. Demonstrate ways to include and support persons with disabilities and their families in congregation practice and life (Administer ways for better include people with disabilities and their families ; congregational practice and life.
e. Analyse the understanding of healing and hospitality [Demonstrate healing; hospitality and integration (N.B. Explore biblical and cultural views for all)]

PERFORMANCE CRITERIA
Undertaking and submitting a variety of practical exercises, assignments, projects and tests to achieve the desired outcomes.
Maintaining close learning contact with tutors, tutorial assistants and peer learning during timetabled hours.

ASSESSMENT PROCEDURES
      Journal exercises   15%
      Review readings   15%
      Assignment 1   30%
      EXAM   one 2 hr paper   40%

TEACHING AND LEARNING STRATEGIES (LECTURES AND EXERCISES)
i.   Lectures
ii.   Group Work

iii.   Tutorials
iv.   Seminars

TEACHING AND LEARNING RESOURCES
Texts
Other: Multimedia access, field trips, guest lectures, seminars, case studies

Content

I.	Belonging & Body of Christ	(264-274)
II.	Church Response to Disability	(239-247)
III.	Church and Advocacy	(248-256)
IV.	Learning form Pacific cultural practices	(notes)
V.	Reconstruction of Theological Institutions	(158-167)
VI.	Healing	(33-49)

MODULE 4

Title	Legal and Ethical Considerations

LEVEL: 4			
CREDITS: 15	LEARNING HOURS		
PRE-REQUISITE:	Lecture/Tutorials 60	Projects/Practical 90	TOTAL HOURS 150

PURPOSE
To create awareness and promote advocacy of human rights and affirmative actions for persons with disability in their community (addressing ethical, legal, human rights issues etc.)

LEARNING OUTCOMES
At the end of this module ,students will be able to apply knowledge and skills of:

1. Understand the relevance of Human Right with Biblical justice for the oppressed e.g. persons with disability
2. Empowering persons with disability as agents of change and transformation
3. Advocate and develop affirmative action, opportunities and empowerment within the church institutions
4. Understand and recognise the sanctity of life and ethics

PERFORMANCE CRITERIA
Undertaking and submitting a variety of practical exercises, assignments, projects and tests to achieve the desired outcomes.
Maintaining close learning contact with tutors and tutorial assistants during timetabled hours.

ASSESSMENT PROCEDURES
Project/Field works and assignments   40%
Class presentations   20%
Journal writings   10%
FINAL EXAMINATION one 2 hr paper   50%

TEACHING AND LEARNING STRATEGIES (LECTURES AND LABORATORY)
1. Class presentations
2. Field trips, mentoring, verbatim in fieldwork; lectures by resource people (e.g with disability) immersion learning (e.g. one week residential experience); case studies, use of varied resources (films, drama, etc)

TEACHING AND LEARNING RESOURCES
Texts:
- Workbook Resource
- Wati Longchar & Gordon Cowans, Doing Theology From Disability Perspective ((Manila: ATESEA, 2007) Fritzon Arne and Samuel Kabue, *Interpreting Disability: A Church of All and for All,* Geneva: WCC Publication, 2004.

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MODULE 5

Title	Practicum		
LEVEL: 4			
CREDITS: 15	LEARNING HOURS		
PRE-REQUISITE:	Lecture/Tutorials 60	Projects/Practical 90	TOTAL HOURS 150

PURPOSE
Purpose:
> To prepare prospective leaders and church workers in community-based education initiatives to interact meaningfully with their own denominational, social, cultural, political and ministry context in the production of a research project.

LEARNING OUTCOMES
1. Demonstrate an onsite field experience on planning and training
2. Provide positive learning experience on a church for all
3. Gain experience and develop interest in the study of disability for future studies
4. on-site field experience, planning, training and guest speakers on how to start thinking, talking, and teaching about the meaning of inclusive church.

PERFORMANCE CRITERIA

An onsite field experience, planning, training and guest speakers on how to start thinking, talking, and teaching about the meaning of inclusive church.

Students will be required to engage in practical research in any of the following:
   a. Individual case studies
   b. Local church involvement and disability concerns
   c. Social/government organizations and disability

This practicum requires a minimum of 10 hours per week for the duration of the study in which a student observes and assists in a school or seminar courses. To arrange a placement for the Practicum/Field Studies experience, students must attend all requirements information session as required by the institution handbook.

CONTENT
PASTORAL CARE AND COUNSELING :
CHURCH AND PUBLIC POLICY CONSIDERATION   (285-294**)**

ASSESSMENT PROCEDURES

   a. Factual knowledge acquisition   50%
   b. Achieving of the learning goals   50%

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Suggested Readings

Abrams, Judith. *Judaism and Disability: Portrayals in Ancient Text from the Tanach through the Bavli*. Washington, D.C.: Gallaudet University Press Press, 2000

Benton, Janice LaLonde and Mary Jane Owen. Opening Doors to People with Disabilities, Vol. I: Pastoral Manual and Vol. II: The Resource File. Washington, DC: National Catholic Office for Persons with Disabilities, 1997.

Black, Kathy. *A Healing Homiletic: Preaching and Disability*. Nashville, Tennessee: Abingdon Press, 1996.

Block, Jennie Weiss. *Copious Hosting: A Theology of Access for People with Disabilities*. New York, New York: The Continuum International Publishing Group, 2002.

Coulter, David L. and William C. Gaventa, ed. Journal of Religion, Disability and Health. Quarterly Journal. Binghamton, New York: The Haworth Pastoral Press.

Coulter, David and William C. Gaventa, ed. The Theological Voice of Wolf Wolfensberger. Binghamton, NY. The Haworth Pastoral Press. 2001.

Davie, Ann Rose and Ginny Thornburgh. That All May Worship: An Interfaith Welcome to People with Disabilities. Washington, DC: National Organization on Disability, 2000.

Eiesland, Nancy L. The Disabled God: Toward a Liberatory Understanding of Disability. Nashville, Tennessee: Abingdon Press, 1994.

Eiesland, Nancy L. and Donald E. Saliers. Human Disability and the Service of God: Reassessing Religious Practice. Nashville, Tennessee: Abingdon Press, 1998.

Epperly, Bruce G. God's Touch: Faith, Wholeness and the Healing Miracles of Jesus. Louisville, Kentucky: Westminster John Knox Press, 2001.

Fritzon Arne and Samuel Kabue. Interpreting Disability: A Church of All and For All. WCC Publication, Geneva, 2004

Gaventa, Bill, ed. Dimensions of Faith and Congregational Ministries with Persons with Developmental Disabilities and their Families. New Brunswick, New Jersey: The Boggs Center-UAP, 2002.

Govig, Stewart D. Souls are Made of Endurance: Surviving Mental Illness in the Family. Louisville, Kentucky: Westminster John Knox Press, 1994.

Kutz-Mellem, Sharon, ed. Different Members One Body: Welcoming the Diversity of Abilities in God's Family. Louisville, Kentucky: Witherspoon Press, 1998.

Nouwen, Henri J.M. Adam: God's Beloved. Maryknoll, New York: Orbis Books, 1997.

Nouwen, Henri J.M. The Wounded Healer. New York, New York: Image Books, Doubleday, 1972.

Pierson, Jim. Exceptional Teaching: A Comprehensive Guide for Including Students with Disabilities. Cincinnati, Ohio: Standard Publishing, 2002.

Reeves, Kathy N., Accessibility Audit for Churches: A United Methodist Resource Book About Accessibility. New York, New York: General Board of Global Ministries. The United Methodist Church, 1994.

Shapiro, Joseph P. No Pity: People with Disabilities Forging A New Civil Rights Movement. New York, New York: Random House Inc., 1993.

Thornburgh, Ginny, ed. Loving Justice: The ADA and the Religious Community. Washington, DC: National Organization on Disability, 1999.

United States Conference of Catholic Bishops. Washington, DC: Pastoral Statement, 1978. Guidelines for the Celebration of the Sacraments with Persons with Disabilities, 1995. Welcome and Justice for Persons with Disabilities, 1998.

Vanier, Jean. Community and Growth. Mahwah, New Jersey: Paulist Press, 1989.

Walker, Robert L. Breaking the Sound Barrier in Your Church. New York, New York: General Board of Global Ministries, The United Methodist Church, 2001.

WCC, Geneva. A Church of All and For All: An Interim Theological Statement. WCC 2004

Webb-Mitchell, Brett. Dancing with Disabilities: Opening the Church to All God's Children. Cleveland, Ohio: United Church Press, 1996.

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Rusi Tui
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